Resiliency

Problem Solving

Mission and Vision

Mission: Implements the Comprehensive Soldier Fitness Program, identifies and trains Master Resiliency Trainers (MRTs) and commences annual resiliency sustainment training in order to enhance overall performance, improve unit level readiness, and sustain a balanced, healthy, campaign capable, expeditionary army

End state: Will improve unit readiness and performance by implementing the Resiliency Training program. The end state will see a more balanced, healthy and capable Brigade Combat Team

Task, Conditions, Standards

Task: Use Problem Solving Skills

Conditions: Within a classroom environment and 90 minute timeframe.

Standards: Understand the primary target of Problem Solving

Problem Solving

Problem Solving: Key Principles

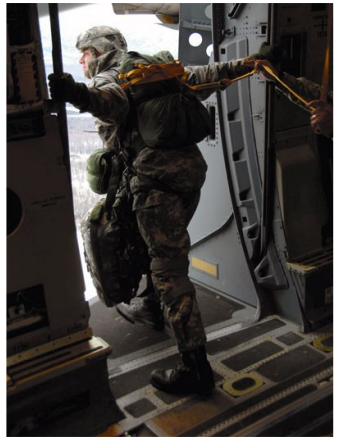
Identify the causes: Use the Critical Questions to identify causes that you initially missed.

Avoid the Confirmation Bias (or Velcro/Teflon Effect): The Confirmation Bias can interfere with accuracy. So work around it.

Slow down: For problems that don't require quick solutions, slow down and get more information.

Mental Agility: Problem Solving builds all of the MRT competencies;

Mental Agility is a primary target.



Bottom Line Up Front

Problem Solving helps to build Mental Agility.

You first have to understand a problem before you can effectively solve it.

Being a successful Soldier requires that you're able to solve problems effectively without getting bogged down in old habits of thinking.

The goal is to include any critical information you missed so that you can understand the problem and focus on solution strategies.

Effective Problem Solving

Focus on thoughts about WHY the problem happened.

Identify the contributing factors that caused the problem through Critical Questions and evidence.

Evaluate which factors are controllable.

Develop solution strategies that will bring about positive change.

Problem Solving Case Study

You’re assigned your first duty station as an 11B in the 82nd Airborne Division having arrived approximately two weeks ago. You took thirty days leave between Jump School and permanent party and showed up to your company about 15-20 pounds overweight. You had struggled through basic, AIT, and Jump School but worked hard to meet the standards to graduate. Despite your better judgment, while on leave you ate heartily, drank a lot of beer, and did absolutely no PT. You barely passed your in processing APFT, came in last on a few ruck marches, and have fallen out of a few PT runs. You’re homesick, haven’t connected with any of the guys in your squad, and miss your fiancé, Sally. During downtime you keep checking your e-mail instead of interacting with the guys in your unit. The 1SG calls you “Tubby Tubby” and tells you that you don’t have the heart to be a paratrooper. He says “you’ll be back in leg land in less than six months.”

Step 1: What's the problem?

Who, what, when, where

Who: Me

What: Coming in last on ruck marches, falling out of runs, checking e-mail instead of integrating into the unit

When: During runs, training, and downtime

Where: In the barracks, in the field

Step 2: What caused the problem?

Next you'll list your heat-of-the-moment thought(s) about what caused the problem and pie chart those thought(s) so that the more the factor(s) contributed to the problem, the bigger the slice.

Step 3: What did you miss?

Then, with your partner, you'll use three Critical Questions to identify other factors that may have caused the problem.

How did others or circumstances contribute?

How did I contribute?

What specific behaviors contributed to the problem?

I just got here. I'm new.

I spent my entire leave drinking beer and laying around and I got out of shape.

I stayed up too late worrying about Sally and didn't get enough sleep.

I've been unmotivated, just keeping up with the minimum for

Step 4: What’s the evidence?

Then, with your partner, you’ll discuss the evidence for and against the factors you’ve identified in Steps 2 and 3. Record critical evidence you identify.

Gathering Evidence: Not as Easy as it Sounds

The Confirmation Bias causes us to notice the evidence that fits our thoughts and to miss the evidence that contradicts our thoughts.

We call this the Velcro/Teflon Effect.

Evidence that fits our thoughts sticks.

Evidence that contradicts our thoughts slides off.

“I’m soup sandwich.”

“I don’t have what it takes.”

Velcro	**Teflon**
Came in last on two ruck marches	Finished in top ten on six ruck marches
Fell out of three PT runs	Finished all PT runs this week
A bunch of guys in the squad grabbed lunch without me twice this week	I grabbed lunch with guys on the squad four times this week
1SG called me “Tubby Tubby” last week	I’ve lost five pounds and it’s only been two weeks

Fight the Confirmation Bias or Velcro/Teflon Effect

Tips to fight against the Confirmation Bias or Velcro/Teflon Effect:

Distance yourself from your thought. Write it down.

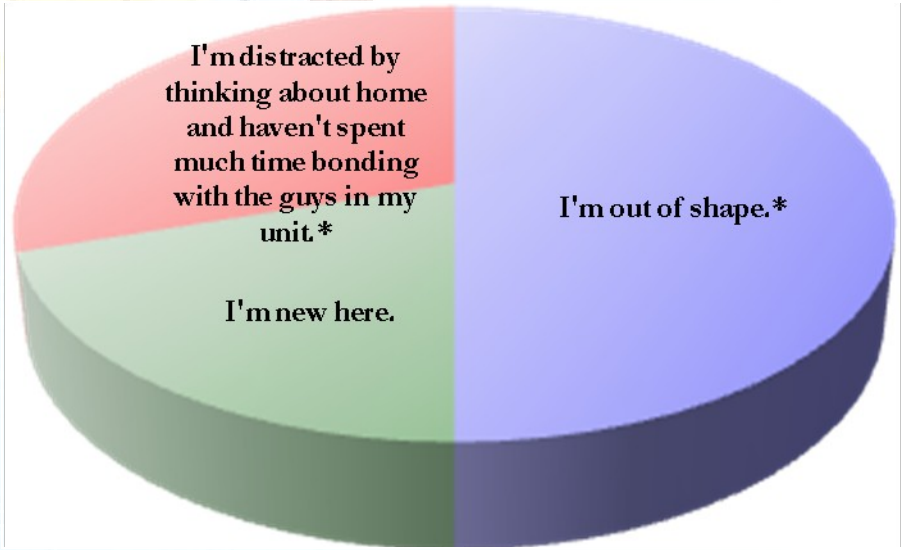
Be neutral. Ask fair questions.

Consult with others.

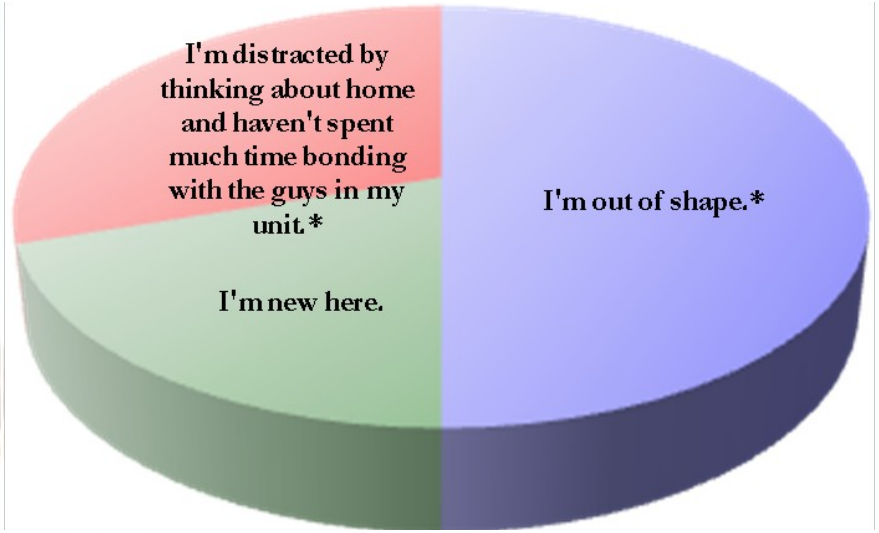
Prove your thoughts false. What would you notice if you had another thought?

Step 5: What really caused the problem?

Then you'll list the factors you found evidence to support, and pie chart the factors so that the more the factor(s) contributed to the problem, the bigger the slice. Put an asterisk next to factors you can control or influence.


I'm distracted by thinking about home and haven't spent much time bonding with the guys in my unit.*
I'm out of shape.*
I'm new here.

Heat-of-the-moment Chart and Accurate Chart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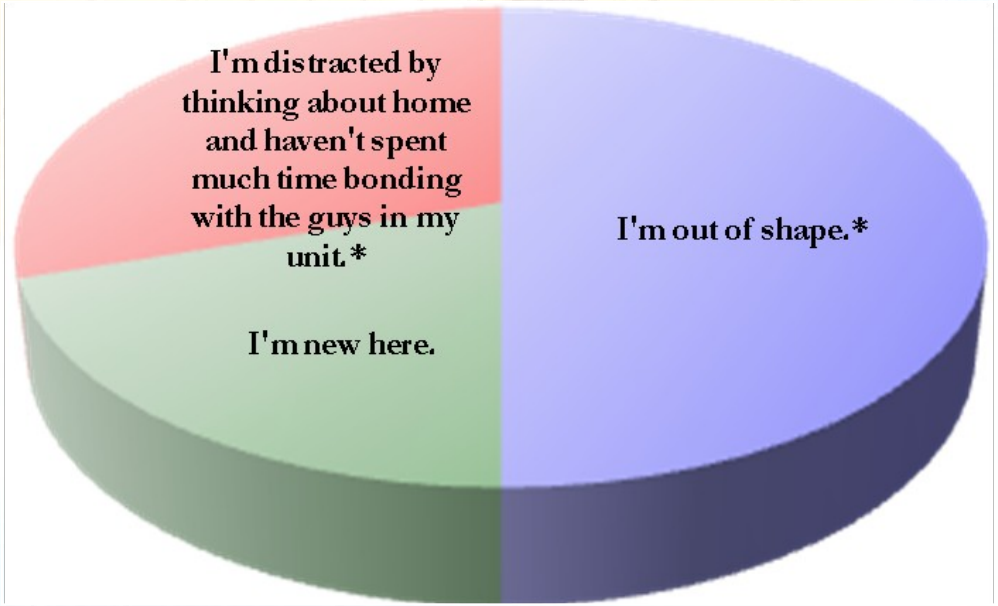
I'm out of shape.*

Step 6: What can you do about it?


I'm distracted by thinking about home and haven't spent much time bonding with the guys in my unit.*
I'm out of shape.*
I'm new here.

1. PVT Reivich is also complaining about being out of shape. I can find him and do extra PT in the afternoons.
2. I can eat less junk.
3. Spend some down time playing basketball with my battle buddy.
4. Talk to Staff Sergeant for advice about the transition.

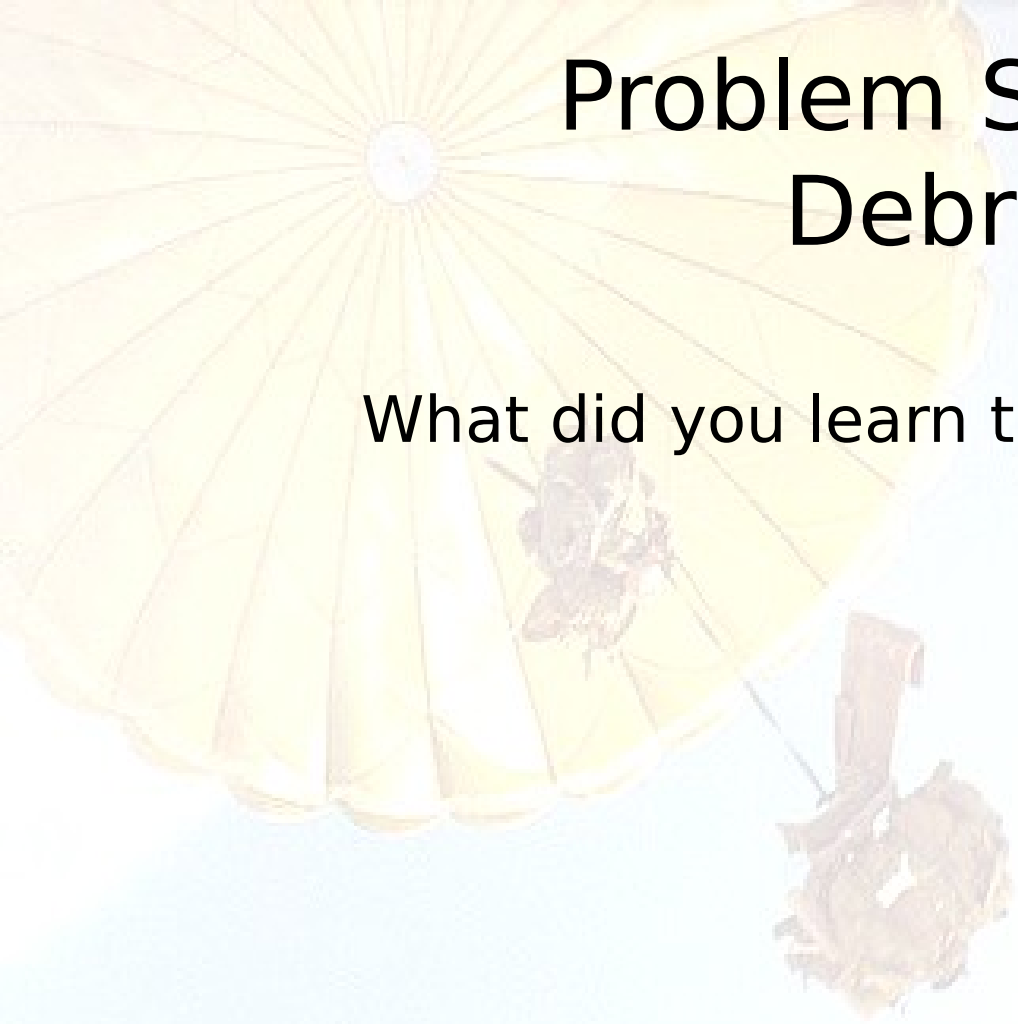
Problem Solving Practice

Activity:

- Step 1: What's the problem?
- Step 2: What caused the problem?
- Step 3: What did you miss?
- Step 4: What's the evidence?
- Step 5: What really caused the problem?
- Step 6: What can you do about it?

Problem Solving: Debrief

What did you learn through this exercise?



Problem Solving: Applications

How is your knowledge of the Confirmation Bias or Velcro/Teflon Effect important in your role as a Soldier, friend, or family member?

How are flexibility and accuracy important in your role as a Soldier, friend, or family member?

How can Problem Solving be used in the Army to improve performance and build stronger relationships?

Check on Learning

What is the skill? Use Problem Solving to increase flexibility and accuracy in thinking about the causes of problems and to develop effective solution strategies.

When do I use it? Use Problem Solving when you are confronted with a situation that requires a thorough understanding of its causes in order to most effectively solve the problem.

How do I use it? Use the Thinking Trap Critical Questions to identify the factors that caused the problem. Use the tips for avoiding the Confirmation Bias or Velcro/Teflon Effect to gather evidence to determine the accuracy of your thinking. Create a pie chart and develop solution strategies to target what is controllable.

Resiliency

Questions